# QPI Documentation Tips

This resource includes the following: QPI description, required documentation (*) and documentation tips (in bold print).

Note: Tips are provided <u>only</u> for required documentation. This tip sheet does not cover all possible documentation for each QPI.

**Indicator 1:** *Should be collected by CTE Director*

Programs of such size that offer a sequence of three or more earned credits

\*Master schedule of classes to include all program of study course offerings
- Tip:  Highlight your program offerings on the master schedule. This should provide proof that your system/school is offering all of the courses in your chosen program of study. If necessary, provide registration materials that would demonstrate program of study course rotation (i.e. alternating years). This might be necessary especially if you are a "one-teacher" program and cannot offer all program of study courses in one year. Multiple years of the master schedule may be needed to document the program of study if the courses are taught in alternating years.

\*Student handbook/course guide listing program of study course offerings and descriptions
- Tip: The intent of this document is to demonstrate that students/parents are provided information on course descriptions and programs of study. Highlight the information that is applicable to your program.

**Indicator 2:** *Should be collected by CTE Director*

Programs of such scope that are aligned with state approved program of study within career clusters

\*Student handbook/course guide listing program of study course offerings and descriptions
- Tip: This is also requested for Quality Program Indicator #1, so you may use the designation "See Quality Program Indicator #1 for documentation."

\*Copy of Program(s) of Study for career cluster
Copy of approval for Special Program(s) of Study for career cluster (if applicable)
- Tip: Appropriate documentation includes "CTE Director Attested List" from website (preferred documentation) or a copy of your program of study from the career cluster list on the CTE website. If your program of study required special approval, include the approval form here.

**Indicator 3:** *Should be collected by Licensure Consultant ahead of visit*
Programs having a certified and appropriately endorsed teacher
*(Note: A teacher who teaches a CTE course that substitutes for a core academic course must be highly qualified.)*
   *Teaching certificate verifying proper endorsement(s)

   *Highly qualified status verification (as applicable)

  *Industry certification certificate (as applicable) verifying up-to-date training/testing

  *WBL certificate (as applicable)

**Indicator 4:** *Teacher should document and should be connected to indicators 7, 9, and 10*
Programs teaching the state approved curriculum standards
   *State standards for all courses taught in all programs of study
- Tip: Include a copy of standards for all courses taught in your program of study. Include pacing guides/timelines to demonstrate all standards are taught.

   *Equipment/inventory lists indicating opportunity for teaching of all standards
- Tip: Equipment/inventory list should list ALL equipment that has been purchased for your program with Perkins funds. Check with your CTE Director for the correct inventory format.  All equipment should be tagged and locatable in your classroom or lab (unless Disposition Records indicate removal).

**Indicator 5:** *Should be collected by the CTE Director*
Programs having a state approved articulation agreement for a program of study or an approved articulation agreement approved by the lead administrators of secondary and post-secondary institutions (where available)
   *Current dual credit, dual enrollment and/or articulation agreements and materials demonstrating linkage to postsecondary through a program of study
- Tip:  This documentation should be current and demonstrate connection to your program of study.  A list provided by your CTE Director is acceptable as long as it is dated and includes courses (highlighted) that relate to your program of study.  Information on how you communicate these opportunities (lesson plans, promotional materials, etc.) to your students and parents/guardians would strengthen proof that you meet this QPI.  Follow-up reports from the post-secondary institution could serve as additional documentation. For example, a list of student taking exams for credit, class roster of students enrolled in dual credit and/or dual enrollment courses should be provided as documentation.

**Indicator 6:** *Should be collected by CTE Director*
Programs being supported by current labor market data to support high skill, high wage, or high demand jobs
 *JobsForTN (Department of Labor) data indicating job outlook reports for region specific
    to program of study, <u>OR</u>
 *Local chamber of commerce data indicating job outlook specific to program of study
- Tip: The purpose of this documentation is to demonstrate that your program is preparing students for high skill, high wage, or high demand jobs in your (or surrounding) geographical areas.  Include documentation that is current (dated) and is tailored to your program (highlight). Avoid including generic information that may not pertain to the standards/skills you teach.

**Indicator 7:** *Teacher should document and should be connected to indicators 4, 9, and 10*
Programs that teach all aspects of an industry
         Note: All Aspects of Industry include:

| | |
|---|---|
| 1) Business Planning | 6) Principles of Technology |
| 2) Management | 7) Personal Work Habits |
| 3) Health, Safety and Environment | 8) Labor |
| 4) Finance | 9) Technical and Production Skills |
| 5) Community Issues | |

 *State standards for all courses taught in all programs of study
- Tip: This is also requested for Quality Program Indicator #4, so you may use the designation "See Quality Program Indicator #4 for documentation."

 *Field trip, business/industry guest speaker, and/or lesson plans documenting teaching
      of all 9 aspects of industry
- Tip: This documentation must demonstrate that you cover all nine (9) aspects of industry. Whether you elect to include field trip, guest speaker or lesson plan documentation, you must include which aspects of industry are covered by that activity.  For example, an industry guest speaker documentation might be a <u>dated</u> agenda listing the industry aspects that the guest speaker will cover in his/her presentation. Lesson plan documentation should indicate/highlight the industry aspect taught during the lesson.

**Indicator: 8** *Teacher should document, CTE Director should document system advisory council*
Programs having an active advisory panel
 *Roster of advisory panel members (by program, school and/or system) indicating career
   clusters represented/place of employment/responsibilities
- Tip: Each year your advisory panel roster should be revised and dated.  Include the most current roster.  Be sure that the list includes the advisory panel members' names, the program area(s) they are representing, their place of employment and title/responsibilities.

 *Current meeting agenda, sign-in sheets and minutes for at least two meetings annually
- Tip: Include the meeting agendas, sign-in sheets and minutes for two meetings each year.  The agenda should be dated.  The minutes should include recommendations for program improvement from your advisory panel and actions taken on the recommendations of previous meetings. Documentation should show a flow of advisement and actions taken based on the advisement of the committee.

**Indicator 9:** *Teacher should document, should be incorporated into indicators 4,7,10*
Programs having a Career and Technical Student Organization (CTSO) as a support for the instructional program
   *Lesson plans indicating the integration of CTSO leadership skills and activities in all classes/courses
- Tip:  The purpose of this documentation is to demonstrate that you utilize the leadership materials provided by CTSOs to ensure that every student in your classes has the opportunity to benefit from CTSO involvement.  Date lesson plans or provide the frequency and/or time of year they are utilized.
   * Activities demonstrating classroom, school, and/or community based competitions
- Tip: These activities should include how you are including all students in the competition whether in the classroom, school, community, or through the organizations regional, state, and national events.

**Indicator 10:** *Teacher should document and should be connected to indicators 4 and 7, and 9*
Programs promote CTE and academic curriculum integration
   *Lesson plans (two per year) indicating integration activities with Math, Science, English, and/or Social Studies
- Tip:  Lesson plans, pacing guides, Professional Learning Community meeting agendas, etc. These should be dated (or if occur every year, indicate the time of year the plan is implemented). The general education subject area and teacher name should be included in your plan. Both the general education and the career and technical education standards should be documented. A minimum of two integrated activities should be documented annually. Coordinating with general education teachers is preferred.